**10 Day Unit Plan Outline**

**Day 1:** The first day of this unit will be spent reviewing the last couple of years of President Dwight D. Eisenhower’s term. Students will be familiar with the slugging economy, a heated arms race, the Soviet Union’s successful launch of Sputnik and the U-2 incident. Students will then spend 10-15 minutes in class writing a 1-page essay on the importance of the years 1958-1960.

**Day 2:** The second day will be focused on the 1960 election and the presidency of John F. Kennedy. Students will learn about the issues that surrounded the 1960 election and its outcome. In class notes and direct instruction will be used to understand the Presidency of John F. Kennedy and issues like the Bay of Pigs, Civil Rights, the Cuban Missile Crisis, and Kennedy’s assassination. Students will have a worksheet to take home and it will be due the following day.

**Day 3:** The third day will begin with President Lyndon B. Johnson being sworn into office aboard Air Force One following JFK’s assassination. Students will then read primary sources as we move into the civil rights movement, e.i., Martin Luther King’s I have a dream speech and Lyndon Johnson’s speech on the passage of the Civil Rights bill of 1964. Students will then use these sources and explain through a paper what these sources said about civil rights in the 1960s.

**Day 4:** On the fourth day of class we will focus on the Vietnam War. Students will have notes on this day. Things that will be focused on is the Gulf of Tokin Resolution, Tet Offensive, Vietcong, Vietminh, and coup d’état. This day’s assignment will be to start a project focusing on the question of why was the Vietnam War fought?

**Day 5:** On the fifth day students will begin research on their project on the Vietnam War. Students will take a position on why he or she thinks the Vietnam War was fought and create a presentation on his or her stance. Students will have to incorporate 1 video of 2 minutes’ length proving their position on why the Vietnam War was fought. The whole 50-minute class will allow students to create this presentation which will be due on the last day of class.

**Day 6:** On the 6th day this class will move onto the end of the 1960s. This day will focus on the 1968 election and the assassinations of Martin Luther King Jr., and Robert Kennedy and the impact these two events had on the 1968 election. The class will then move onto Richard Nixon becoming the President of the United States and the impact Nixon had on the changing attitudes in the United States.

**Day 7:** The seventh day will again be focused on students working on their group projects. They should be about half way finished by the time they come to class and should be done when the class time is over.

**Day 8:** Day 8 will be presentation day of the student’s projects. The groups will give a 5-7-minute presentation on why they believe the United States fought the Vietnam War and present their video of 2 minutes.

**Day 9:** Day 9 will be review day. For the first 25 minutes of class student will be able to ask me and the rest of the of class questions that he or she feels were unanswered or needed more clarifying. The last 25 minutes will include a review game of Kahoot.

**Day 10:** Day 10 will be test day. Students will complete their test within class time. There will be 3 options (differentiated assessment) available to the students to prove their knowledge of the 1960s.

**Unit Plan**

**Title:** The 1960s

**Student Population/Grade Level:** 25 students, grade 11

**Estimated Time Required:** 10 days

**Rational and Overview:** The 1960s began as a decade of hope and progress with the election of the youngest president John F. Kennedy, but the middle and end of the 1960s was ripped apart by the Vietnam War, racial inequality, Watergate, and political assassinations, which have impacted us even today.

**Standards and Benchmarks:** (9-12)Standard 1: Nature and Scope of History. (North Dakota Standards and Benchmarks: Performance Standards; Social Studies, 2001.)

* 9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)
* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)
* 9–12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War)
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Goals: Students will:**

* Develop an understanding of the changing political culture throughout the 1960s.
* Understand the different challenges, successes and failures that each president faced during his respected time in office.
* Understand and appreciate the different culture that was formed during the mid-too late 1960s and how each president approached it.
* Develop an understanding of the civil rights movement and the impact the movement had on the political spectrum.
* Research information about the civil rights movement of the 1960s, and its impact it had on each president during this decade.

**Objectives: Students will:**

* Identify each president that held office from 1960 to 1969, specifying major achievements in each presidency.
* Define orally the terms; *silent majority, Dixicerats, Liberal, Coup d’état, Vietcong, Vietminh, Conservative, Communism, March on Washington,* and *Socialism.*
* Present in writing major changes that occurred in political culture during the decade of the 1960s.

* Construct and explain at least two reasons why the Vietnam War became so unpopular, and how the different presidents reacted to this.
* Construct a chart that compares and contrasts the different political beliefs that were prevalent during the 1960s as it related to the presidency.

**Solar Lesson Plan 1 (1955-1960, Ike, U-2)**

**Standards:**

* 9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)
* 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Objectives:**

* Students should be able to describe the capitalists and communist ideological war that was the Cold War.
* Students should be able to interpret information, primary sources and secondary sources, and apply them to understand the tension that was felt in the Cold War.
* Students should be able to give life experience examples to understand the hostilities between the United States and the Soviet Union.
* Students should be able to compare the Cold War with the war on terror that they are living through.

**Learning Activity**

* Students will begin by breaking into two groups. The groups will sit on opposite sides of the classroom. Each group will be given a packet of information. Their first step is to read the memo which informs them of the situation, which is compared to the real life event of the U-2 incident.
* After reading though the memo the group will have to look through letters, photos, and documents to make their case for their respected side. I.e., the American side should use the photo of a U-2 plane painted with NASA markings on it to give proof that the U-2 shot down in the Soviet Union was a NASA weather plane.
* The United States group will go first and explain what they think happened to the U-2 plane.
* After presenting their information the Soviet Union side will present their information.
* Each side can bring forth new evidence to support their claims and to not break out into all out nuclear war.
* A synthesis, or debrief, will happen with the students after it is done.

**Assessment:**

* The assessment will be the debrief that will happen after the simulation is over.
* There will also be an exit slip that will ask the question “Given your knowledge of the Cold War, what lasting implications could the U-2 incident have had going into the 1960s?

**Reflection**

**Solar Lesson Plan 2 (1960- 1963)**

**Standards:**

* 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).
* 9–12.1.6 Analyze the impact of bias and prejudice in historical and contemporary media
* 9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)
* 9–12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Objectives:**

* Students should be able to articulate the flexible response in foreign affairs that was created by President Kennedy.
* Students should be able to associate the civil rights movement of the 1960s to present day movements.
* Students should be able to explain the Cuban Missile Crisis and its effects on world events proceeding it.
* Students should be able to connect nuclear armament during the early 1960s to present day situations like the Iran nuclear deal.
* Students should be able to arrange events like the 1960 election, the Bay of Pigs, the Cuban Missile Crisis, and the Kennedy assassination in order.

**Learning Activity:**

* Students will be shown a ten minute clip of the 1960 debate between Republican nominee Richard M. Nixon and Democratic nominee John F. Kennedy.
* The students will have to answer these questions:
	1. What are 2 major differences between John F. Kennedy and Richard Nixon when it comes to policy?
	2. How do you feel their debate performance affected the 1960 election?
	3. What issues, if any, seem still at hand to us living today?
* The students will then pair and share their responses with students sitting close to them.
* The class as a whole will then discuss these questions.

**Assessment:**

* I will have the students take home an assignment titled exploration kit.
* The kit has a series of images that pertain to the 1960 election.
* The students will be asked to answer questions about leadership, the differences between the candidates, and how the issues in the 1960 election played out during the Presidency of John F. Kennedy.

**Reflection**

**Solar Lesson Plan 3 (The Civil Rights Movement)**

**Standards:**

* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information)
* 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).
* 9–12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)

**Objectives:**

* Students should be able to interpret and synthesis primary documents about the Civil Rights Act and apply them to their historical knowledge of the Civil Rights movement.
* Students should be able to articulate the goals of the Civil Rights movement and its challenges in the mid too late 1960s.
* Students should draw conclusions from primary sources how Civil Rights leaders felt about the Civil Rights Act.
* Students should be able to apply different perspectives to the Civil Rights Act and movement and how theses perspectives impacted civil rights in the 1960s.

**Learning Activity:**

* Students will be given primary sources which includes Lyndon Johnson’s speech on the passage of the 1964 Civil Rights Act, Martin Luther King’s “I have a dream speech”, and George Wallace’s 1962 “Segregation Forever” speech.
* Students will then be assigned a 2 page paper in which they will have to explain both sides of the Civil Rights movement and how the movement affected different areas of the United States.
* The paper will be graded upon the correct use of primary documents, understanding the different perspectives of the civil rights movement, and connecting it to a recent topic in their lives i.e., black lives matter, North Dakota pipeline etc…

**Assessment:**

* Students will have an exit slip answering this question “What role did Civil Rights play specifically in political parties in the mid-1960s?
* **Reflection:**

**Solar Lesson Plan 4 (The Vietnam War)**

**Grade Level:** 11th

**Subject(s) Area:** U.S. History

**Materials Needed:**

* PowerPoint, notes, computer, bust of Richard Nixon, 2 tables.

**Standards:**

* 9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data.
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information).
* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act).
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Objectives: Students will be able to:**

* Students should be able to explain the culture of the mid 1960s and different ideas about the Vietnam war.
* Students should be able to verbally defend the side of both politicians and their beliefs on the Vietnam War.
* Students should be able to place events in chronological order that leads up to the 1968 election.

**Learning Activities:**

* Students will be given 4 primary sources to read, 1) Congresses Gulf of Tokin Resolution, 2) Lyndon Johnson’s speech on the Vietnam war, 3) Robert Kennedy speaking against the Vietnam War, and 4) Richard Nixon’s speech on the Vietnam war.
* Students will be assigned to write a paper that is 4-5 pages in length, must use the 4 primary sources given to the students as well as at least 2 primary sources found on their own, and answering this question, “Why was the Vietnam War fought and what impact does it have on society today?”
* Students will be given class time to start writing this paper.
* **RUBRIC IS ATTACHED BELOW**

**Assessment:**

* I will have an exit slip that has the students answering this question “How did the Vietnam War begin and what impact did it have on American’s during 1964?

**Reflection:**

Vietnam War Paper Grading Rubric

| Score Levels | Content | Conventions | Organization | Comments and Grading |
| --- | --- | --- | --- | --- |
| 10 | * Is well thought out and supports the solution to the question
* Reflects application of critical thinking
* Has clear goal that is related to the topic
* Is pulled from a variety of sources
* Uses at least 6 sources accurately
 | * 1-3, grammatical, or punctuation errors
* High-level use of vocabulary and word choice
 | * Information is clearly focused in an organized and thoughtful manner
* Information is constructed in a logical pattern to support the solution
 |  |
| 8 | * Is well thought out and supports the solution
* Has application of critical thinking that is apparent
* Has clear goal that is related to the topic
* Is pulled from several sources
* Is accurate
 | * Few (4-7) spelling, grammatical, or punctuation errors
* Good use of vocabulary and word choice
 | * Information supports the solution to the challenge or question
 |  |
| 6 | * Supports the solution
* Has application of critical thinking that is apparent
* Has no clear goal
* Is pulled from a limited number of sources
* Has some factual errors or inconsistencies
 | * Minimal (7-10) spelling, grammatical, or punctuation errors
* Low-level use of vocabulary and word choice
 | * Project has a focus but might stray from it at times
* Information appears to have a pattern, but the pattern is not consistently carried out in the project
* Information loosely supports the solution
 |  |
| 3 | * Provides inconsistent information for solution
* Has no apparent application of critical thinking
* Has no clear goal
* Is pulled from few sources
* Has significant factual errors, misconceptions, or misinterpretations
 | * More than 10 spelling, grammatical, or punctuation errors
* Poor use of vocabulary and word choice
 | * Content is unfocused and haphazard
* Information does not support the solution to the challenge or question
* Information has no apparent pattern
 | **\_\_\_\_\_\_\_/30** |

**Solar Lesson Plan 5 (Vietnam War Paper)**

**Grade Level:** 11th

**Subject(s) Area:** U.S. History

**Materials Needed:**

* PowerPoint, notes, computer, primary sources

**Standards:**

* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information).
* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act).
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)
* RL. 1 Read closely to determine what the text says explicitly, to make logical inferences from it, and to determine multiple interpretations of ambiguities in the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
* RL. 2 Determine two or more themes or central ideas of a text. a. Provide an objective summary of the text. b. Analyze in detail the development of the themes or ideas over the course of the text, including how they interact and build on one another to produce a complex account.
* RL. 6 Analyze texts in which determining purpose or point of view requires distinguishing what is directly stated in a text from what is really meant.

**Objectives: Students will be able to:**

* Students should be able to describe the differences between those who supported the Vietnam war and those who opposed it.
* Students should be able to apply their knowledge of comprehensive reading to understand what the primary sources are discussing and what position each document takes.
* Students should be able to analyze both sides of the Vietnam war and assess how the views expressed in the documents affected the Vietnam war.
* Students should be able to discuss the importance of the Vietnam war and its impact on things such as politics, social life, military strategy, and economics.
* Students should be able to effectively write about each primary sources and effectively use it in their papers.

**Learning Activities:**

* Students will be given time to work on their papers, which is focused around answering the question of “Why was the Vietnam war fought and what impact does the war still have on us today?
* Students should have at least half of their 4-5 page paper completed and used at least half of the primary sources they must use in their papers.

**Assessment:**

* The last 10 minutes of class will be a Kahoot game about important aspects of the Vietnam war.
* I will assess each student based on how they did on the Kahoot game and there will be an entrance slip due by next class period online with the question being, “Name two events that led up and impact the beginning of the Vietnam war?

**Reflection:**

**Solar Lesson Plan 6 (The end of the 1960s)**

**Standards:**

* 9–12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)
* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act).
* 9–12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War).
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Objectives:**

* Students should be able to analyze the change in culture in the late 1960s.
* Students should be able to indicate the movements (Civil Rights, Anit-War, Women’s rights etc..) and their purpose.
* Students should be able to arrange important events on a timeline of the late 1960s (1967-1969).
* Students should be able to question the social life of the 1960s by understanding events like the assassinations of Martin Luther King Jr and Robert Kennedy as well as the moon landing and the 1968 election.
* Students should be able to calculate the change in policy towards the Vietnam war.

**Learning Activity:**

* Students will watch 10-15 minutes of CNN’s The 60s, with the episode focusing on 1968-1969. Students will be assigned to answer this question during and after the documentary, “How did the 1960s change from the early years of John F. Kennedy’s presidency to the later years with race riots, the Vietnam war, and extreme poverty?”

**Assessment:**

* There will be a 20 question quiz based on the previous 5 lessons in this unit. QUIZ IS ATTACHED.

**Reflection:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The 1960s Quiz**

**10 multiple choice (1 point each) Circle your answer**

1. What event caused the Soviet Union and the United States to not sign a peace treaty that could have changed the course of the Cold War?

 A. The assassination of President Kennedy

 B. The defeat of Richard Nixon in the 1960 election

 C. The U-2 Incident

 D. The Bay of Pigs

2. What event consisted of CIA trained Cuban exiles invading Cuba to over throw Fidel Castro?

 A. The Cuban Missile Crisis

 B. The War on Poverty

 C. The New Frontier

 D. The Bay of Pigs

3. This event was the closest the United States and the Soviet Union ever came to nuclear war?

 A. The Cuban Missile Crisis

 B. The Bay of Pigs

 C. The New Frontier

 D. The Alliance for Progress

4. What program did Lyndon Johnson sign into law that pushed for more money towards education?

 A. The Alliance for Progress

 B. The Great Society

 C. The War on Poverty

 D. Both B & C

5. What act of congress allowed President Johnson to begin the Vietnam War?

 A. The Great Society

 B. The War on Poverty

 C. The Gulf of Tokin Resolution

 D. None of the above

6. In what aspect were Martin Luther King and Malcom X different/

 A. They focused on different states for Civil Rights

 B. King was focused on non-violent while X was not

 C. The men focused on different religious aspects

 D. The men supported different men for President

7. What was the key message of Richard Nixon’s 1968 acceptance speech?

 A. That education is most important to become a better society

 B. That we must have peace with honor in Vietnam?

 C. That society must become law abiding citizens again?

 D. both b & c

8. Which nation became the first to land a man on the moon?

 A. The United States

 B. France

 C. Great Britain

 D. The Soviet Union

9. What term was given to those who supported the Vietnam War?

 A. Doves

 B. Progressives

 C. Republicans

 D. Hawks

10. What country did Richard Nixon bomb in order to see the trail of Vietnam soldiers?

 A. Cambodia

 B. Laos

 C. The United States

 D. Canada

1. **Matching (1 point each)**

11. This term described people who opposed the Vietnam War? \_\_\_\_\_

1. This man was the leader of Cuba after 1959? \_\_\_\_\_\_\_
2. This person was President of the United States during the Cuban Missile Crisis? \_\_\_\_\_\_\_
3. This man was shot down in a U-2 spy plane over the Soviet Union? \_\_\_\_\_\_\_
4. This person was assassinated in Memphis Tennessee in 1968? \_\_\_\_\_\_\_\_
5. John F. Kennedy
6. Doves
7. Francis Gary Powers
8. Martin Luther King Jr.
9. Fidel Castro

**Short Answer 5 points (3-5 sentences, proper grammar, proper sentence structure, and must answer the question)**

1. Pick one event between 1960 and 1969 that we have covered and please explain its significance to us today and connect it to two other events during the Cold War.

**Solar Lesson Plan 7 (The end of the 1960s)**

**Grade Level:** 11th

**Subject(s) Area:** U.S. History

**Materials Needed:**

* PowerPoint, notes, computer,

**Standards:**

* 9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data.
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information).
* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act).
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Objectives: Students will be able to:**

* Students should be able to explain the culture of the mid 1960s and different ideas about the Vietnam war.
* Students should be able to verbally defend the side of both politicians and their beliefs on the Vietnam War.
* Students should be able to place events in chronological order that leads up to the 1968 election.

**Learning Activities:**

* Students will be given 4 primary sources to read, 1) Congresses Gulf of Tokin Resolution, 2) Lyndon Johnson’s speech on the Vietnam war, 3) Robert Kennedy speaking against the Vietnam War, and 4) Richard Nixon’s speech on the Vietnam war.
* Students will be assigned to write a paper that is 4-5 pages in length, must use the 4 primary sources given to the students as well as at least 2 primary sources found on their own, and answering this question, “Why was the Vietnam War fought and what impact does it have on society today?”
* Students will be given the entire class time to work on their papers.

**Solar Lesson Plan 8 (Presentations)**

**Standards:**

* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information)
* 9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies
* 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students should be able to verbally explain the topic of his or her paper to the class.
* Students should be able to apply primary sources to their presentation and explain what impact it had on their conclusion in their paper.
* Students should be able to describe their thoughts on why the Vietnam war was fought and analyze historical events to prove his or her theory.
* Students should be able to assess different positions to his or her own paper and defend his or her thoughts.
* Students should be able to conclude their research by explaining his or her theory.

**Learning Activity:**

* Today, each student will give a 5-7-minute presentation on his or her paper and explain his or her conclusion to the question of “Why do you believe the Vietnam War was fought and what impacts are we still feeling today?”
* Each student will be graded according to the rubric which is attached to this lesson.
* If not every student is able to present today we will go into the next time we meet.

**Assessment:**

* The students who are not presenting will be assigned to write down each presenter’s theory on why the Vietnam War was fought and what impacts it still has on us today and whether or not the student presenting was convincing in his or her argument.
* There will also be an entrance slip for the next class time with the question “What do you think is the most important event during the 1960s and how has it impacted you today?”

**Reflection:**

| Score Levels | Content | Comments and Grading | Conventions | Organization | Presentation |
| --- | --- | --- | --- | --- | --- |
| 10 | * Is well thought out and supports the solution to the challenge or question
* Reflects application of critical thinking
* Has clear goal that is related to the topic
* Is pulled from a variety of sources
* Is accurate
 |  | * No spelling, grammatical, or punctuation errors
* High-level use of vocabulary and word choice
 | * Information is clearly focused in an organized and thoughtful manner
* Information is constructed in a logical pattern to support the solution
 | * Multimedia is used to clarify and illustrate the main points
* Format enhances the content
* Presentation captures audience attention
* Presentation is organized and well laid out
 |
| 8 | * Is well thought out and supports the solution
* Has application of critical thinking that is apparent
* Has clear goal that is related to the topic
* Is pulled from several sources
* Is accurate
 |  | * Few (1 to 3) spelling, grammatical, or punctuation errors
* Good use of vocabulary and word choice
 | * Information supports the solution to the challenge or question
 | * Multimedia is used to illustrate the main points
* Format is appropriate for the content
* Presentation captures audience attention
* Presentation is well organized
 |
| 6 | * Supports the solution
* Has application of critical thinking that is apparent
* Has no clear goal
* Is pulled from a limited number of sources
* Has some factual errors or inconsistencies
 |  | * Minimal (3 to 5) spelling, grammatical, or punctuation errors
* Low-level use of vocabulary and word choice
 | * Project has a focus but might stray from it at times
* Information appears to have a pattern, but the pattern is not consistently carried out in the project
* Information loosely supports the solution
 | * Multimedia loosely illustrates the main points
* Format does not suit the content
* Presentation does not capture audience attention
* Presentation is loosely organized
 |
| 3 | * Provides inconsistent information for solution
* Has no apparent application of critical thinking
* Has no clear goal
* Is pulled from few sources
* Has significant factual errors, misconceptions, or misinterpretations
 | **\_\_\_\_\_\_/40** | * More than 5 spelling, grammatical, or punctuation errors
* Poor use of vocabulary and word choice
 | * Content is unfocused and haphazard
* Information does not support the solution to the challenge or question
* Information has no apparent pattern
 | * Presentation appears sloppy and/or unfinished
* Multimedia is overused or underused
* Format does not enhance content
* Presentation has no clear organization
 |

Vietnam War Presentation Rubric and Grading

**Solar Lesson Plan 9 (Presentations and Review)**

**Standards:**

* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information)
* 9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies
* 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students should be able to verbally explain the topic of his or her paper to the class.
* Students should be able to apply primary sources to their presentation and explain what impact it had on their conclusion in their paper.
* Students should be able to describe their thoughts on why the Vietnam war was fought and analyze historical events to prove his or her theory.
* Students should be able to assess different positions to his or her own paper and defend his or her thoughts.
* Students should be able to conclude their research by explaining his or her theory.

**Learning Activity:**

* Today, each student will give a 5-7-minute presentation on his or her paper and explain his or her conclusion to the question of “Why do you believe the Vietnam War was fought and what impacts are we still feeling today?”
* Each student will be graded according to the rubric which is attached to this lesson.
* After all presentations have been given we will go into review of the unit.
* A kahoot review game will be played to review.
* Students will also have time to complete a review guideline and ask me and each other questions for clarification.

**Assessment:**

**Reflection:**

***U.S. History 1960s Review***

1. Cuban Missile Crisis

2. Bay of Pigs

3. John F. Kennedy

4. Nikita Khrushchev

5. Embargo

6. Quarantine

7. Communism

8. Capitalism

9. Vienna Summit

10. Lyndon Johnson

11. Gulf of Tokin Resolution

12. Vietnam

13. Ho Chi Minh

14. Vietcong

15. Civil Rights Movement

16. Make sure you understand the events leading up to the Cuban Missile Crisis and how those events may have created the crisis.

17. Make sure to understand the differences that were present between the administration of John F. Kennedy and Lyndon Johnson.

18. Understand how each administration handled problems during their years in office ie., Civil Rights, Vietnam, Cuba, U.S.S.R. etc…

19. Understand the Civil Rights Movement along with the impact of the assassinations of JFK, RFK, MLK jr. and Malcom X

20. Be able to describe the Vietnam War, its impact, and its importance to us today.

21. Be able to describe the 1960 U-2 incident and what impact it had on foreign relations.

22. Be familiar with leaders of the United States and the Soviet Union.

23. Understand the significance of the Space Race and how it affected the military stances of the United States and the Soviet Union.

24. Understand the last years of the 1960s e.i., the election of Richard Nixon, the Vietnam war, and the space race.

25. Be able to understand the connection between major events of the Cold War and how you are impacted by them today.

***Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***U.S. History 1960s Exam***

**True/False (1 point each)**

**\_\_\_\_\_** 1. John F. Kennedy was the first president to use his power to enforce desegregation laws?

\_\_\_\_\_ 2. Lyndon B. Johnson signed the Gulf of Tokin Resolution which gave the president authority to use military forces without the direct approval of congress in Vietnam?

\_\_\_\_\_ 3. John F. Kennedy was the first president to use U.S. forces in Vietnam?

\_\_\_\_\_ 4. Richard Nixon promised that he would end the Vietnam War if elected president?

\_\_\_\_\_ 5. John F. Kennedy approved the Bay of Pigs invasion but did not create the plan?

\_\_\_\_\_ 6. Dwight Eisenhower, in his farewell address to the nation said, “In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.”

\_\_\_\_\_ 7. Lyndon B. Johnson signed into law the 1964 Civil Rights Act.

\_\_\_\_\_ 8. Richard Nixon said the only way to win the Vietnam War is “Peace through honor.”

\_\_\_\_\_ 9. John F. Kennedy signed into law the 1963 Civil Rights Act.

\_\_\_\_\_ 10. Martin Luther King Jr. was the leader of the Civil Rights Movement.

\_\_\_\_\_ 11. Lyndon B. Johnson announced that he would run for a second term in 1968.

\_\_\_\_\_ 12. Richard Nixon won the presidency over John F. Kennedy in 1960.

\_\_\_\_\_ 13. Robert Kennedy went on to win the Democratic Nomination in the 1968 election but was killed before being elected president.

\_\_\_\_\_ 14. Richard Nixon implemented the Southern Strategy in his election, which was a Republican view that by appealing to racism against African Americans Republicans could win southern voters.

\_\_\_\_\_ 15. Lyndon B. Johnson was the president that delivered a speech in which he said, “I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the Earth.”

**Multiple Choice (2 Points each)**

**\_\_\_\_\_** 16. This gave power to the President to use military force in Vietnam

|  |  |
| --- | --- |
| 1. Southern Strategy
 | 1. Bay of Pigs
 |
| 1. Gulf of Tokin Resolution
 | 1. Civil Rights Act
 |

\_\_\_\_\_ 17. President Kennedy signed into law a treaty with the Soviet Union, what was that treaty?

|  |  |
| --- | --- |
| 1. Nuclear Test Ban Treaty
 | 1. Treaty of Versailles
 |
| 1. Limited Test Ban Treaty
 | 1. Peace Treaty of 1965
 |

\_\_\_\_\_ 18. Which candidate for the presidency was assassinated in 1968?

|  |  |
| --- | --- |
| 1. Eugene McCarthy
 | 1. Richard Nixon
 |
| 1. Lyndon B. Johnson
 | 1. Robert Kennedy
 |

\_\_\_\_\_ 19. Who was the leader of the Vietcong in the Vietnam War?

|  |  |
| --- | --- |
| 1. Ngo Dinh Diem
 | 1. Ho Chi Minh
 |
| 1. Mao Zedong
 | 1. Madam Nhu
 |

\_\_\_\_\_ 20. What economic system was used in the Soviet Union?

|  |  |
| --- | --- |
| 1. Communism
 | 1. Socialism
 |
| 1. Leninism
 | 1. Marxism
 |

\_\_\_\_\_ 21. What economic system is used in the United States?

|  |  |
| --- | --- |
| 1. Communism
 | 1. Socialism
 |
| 1. Leninism
 | 1. Capitalism
 |

\_\_\_\_\_ 22. John F. Kennedy implemented a \_\_\_\_\_ around Cuba during the Cuban Missile Crisis

|  |  |
| --- | --- |
| 1. Encampment
 | 1. Quarantine
 |
| 1. Blockade
 | 1. War Zone
 |

\_\_\_\_\_ 23. What act was passed by Congress and signed by the President that granted equal rights to African Americans?

|  |  |
| --- | --- |
| 1. Civil Rights Act
 | 1. Voting Rights Act
 |
| 1. Gulf of Tonkin Resolution
 | 1. 1st Amendment
 |

\_\_\_\_\_ 24. Which two candidates debated each other in the 1960 election?

|  |  |
| --- | --- |
| 1. Lyndon Johnson & Richard Nixon
 | 1. Barry Goldwater & Lyndon Johnson
 |
| 1. Robert Kennedy & Lyndon Johnson
 | 1. John F. Kennedy & Richard Nixon
 |

\_\_\_\_\_ 25. Why did Lyndon Johnson not seek a second term in 1968?

|  |  |
| --- | --- |
| 1. Johnson felt that Nixon was unbeatable
 | 1. The Democratic Party was split on the Vietnam War.
 |
| 1. Johnson felt he could not win against Robert Kennedy
 | 1. Both b & d
 |

\_\_\_\_\_ 26. What was the Southern Strategy?

|  |  |
| --- | --- |
| 1. A policy of undoing Civil Rights legislation to garner votes in the South
 | 1. The use of racism by a political candidate to win votes in the South
 |
| 1. A failed policy that would have had the President enforcing unpassed legislation on the South.
 | 1. None of the above
 |

\_\_\_\_\_ 27. What event may have led to the Soviet Union placing missiles in Cuba in October of 1962?

|  |  |
| --- | --- |
| 1. The end of World War 2
 | 1. The Vietnam War
 |
| 1. The Bay of Pigs Invasion
 | 1. All of the above
 |

\_\_\_\_\_ 28. What was the name given to the mass production of technology that would advance a nation into space?

|  |  |
| --- | --- |
| 1. The need for speed
 | 1. The Space Race
 |
| 1. The Quest for the Moon
 | 1. The Moon or Bust
 |

\_\_\_\_\_ 29. The use of small military forces by a nation that does not openly declare war on an enemy but still fights them is called…?

|  |  |
| --- | --- |
| 1. Proxy War
 | 1. Civil War
 |
| 1. Cold War
 | 1. Korean War
 |
|  |  |

\_\_\_\_\_ 30. Who ultimately won the Cold War?

|  |  |
| --- | --- |
| 1. The United States and its allies
 | 1. The Soviet Union and its Allies
 |
| 1. None of the above
 | 1. Both a & b
 |

\_\_\_\_\_ 31. What event, during the Cuban Missile Crisis, may have resulted in the launching of missiles, but Kennedy said to not let it overwhelm us?

|  |  |
| --- | --- |
| 1. A missile was launched at a U.S. ally
 | 1. Vietnam was invaded by Communists
 |
| 1. A U2 surveillance plane was shot down, and the pilot was killed.
 | 1. France invaded Great Britain for fear of Communist take over.
 |

\_\_\_\_ 32. In 1965, President Lyndon Johnson signed into law another act that would grant more rights to African Americans, what was that act?

|  |  |
| --- | --- |
| 1. The Civil Rights Act
 | 1. The Voting Rights Act
 |
| 1. The Non-Aggression Act
 | 1. The Affordable Care Act
 |

\_\_\_\_ 33. Which president offered a cooperative joint exploration to the moon between the U.S. and the U.S.S.R.?

|  |  |
| --- | --- |
| 1. Dwight Eisenhower
 | 1. Lyndon B. Johnson
 |
| 1. John F. Kennedy
 | 1. Richard Nixon
 |

\_\_\_\_ 34. Lyndon Johnson signed several laws to help poor people in the United States, what war did Lyndon Johnson declare with these laws?

|  |  |
| --- | --- |
| 1. The War on Poverty
 | 1. War on Terror
 |
| 1. The Vietnam War
 | 1. The New Deal
 |

**Short Answer (1 point each)**

35. What program did Lyndon Johnson sign into law that increased funds for education?

36. What event caused a peace summit between the United States and the Soviet Union to break down and not happen?

37. What was John F. Kennedy’s plan on reacting to foreign affairs called?

38. What impact did Martin Luther King Jr. have on the Civil Rights movement of the 1960s?

39. How did Richard Nixon respond to the Vietnam War differently than Lyndon Johnson and John F. Kennedy?

**Short Answer Questions: Please answer the following two questions. To gain full credit use correct grammar and sentence structure, and include 3-5 sentences to answer the question fully.**

35. Please explain the events that led up to Cuban Missile Crisis and how those played a role in the Soviet Union placing missiles in Cuba. You must include at least 2 primary sources that we used in class to get full credit for this question.

36. Please describe the differences between two presidents that you choose, in their policies towards Vietnam. (Choose two: Dwight Eisenhower, John F. Kennedy, Lyndon Johnson, Richard Nixon) You must use at least 2 primary sources from class to get full credit for this question.